

**DEVELOPMENT IMPACT STATEMENT**

**FOR**

**RCS LEARNING CENTER, INC.**

**82 EDMANDS ROAD**

**AND**

**874 (REAR) EDGELL ROAD**

**FRAMINGHAM, MA 01701**

**DATED: April, 2016**

**DEVELOPMENT IMPACT STATEMENT**

**RCS LEARNING CENTER, INC**

**FRAMINGHAM, MASSACHUSETTS**

**April, 2016**

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**Owner:** Northside, LLC and  
Nobscot Realty Trust  
286 Union Avenue  
Framingham, MA 01702

**Applicant:** RCS Learning Center, Inc.  
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Natick, MA 01760

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### **Appendix**

- A. Application Cover Letter (Form A).
  
- B. Site Plan Review Application.  
     Limited Site Plan Review under Dover Amendment, Mass. Gen.  
     Laws c. 40A, §3 (Form E).
  
- C. Application for Public Way Access Permit (Form F).
  
- D. Building Department Recognition Form – Dover Amendment.

## **I. Description of Project**

### **1.1 Project Description**

The Project consists of the proposed construction of a two-story school with a basement. RCS Learning Center, Inc. ("RCS") will occupy the main and second floor levels, consisting of approximately 40,000 square feet, which will be visible from the entry off Edmands Road. Mini Miracles, LLC ("Mini") will occupy the basement area, consisting of approximately 10,000 square feet, which will be accessed from behind the building. The existing single-family dwellings use of the property will continue as the home will be part of the employment benefit for the RCS Staff.

RCS is a 501(c)(3) corporation which provides individual behavioral and educational services for children with autism spectrum disability and other developmental disabilities. RCS is committed to creating a school-like environment and exceeds the standards for teaching students with autism effectively. Applied Behavioral Analysis ("ABA") is a major treatment methodology with an emphasis on verbal behavior, and a model for teaching communication and language skills. Individual curriculum and teaching procedures are created to fit each student's specific learning style. On-going evaluation of the Individual Treatment Program occurs through direct observation, data collection and analysis and weekly rotation meetings to insure that all students receive the most effective programming possible. Description of Operations attached.

RCS prides itself on maintaining a passionate and educated staff. The Behavior Therapists hold a Bachelor's or Master's Degree and have completed extensive training in ABA prior to working with students. RCS' Special Education Teachers hold licenses from the Department of Elementary and Secondary Education. Program Managers have a Master's Degree and are Board Certified Behavioral Analysts and provide a minimum of two (2) hours of consultation to each student's case per week.

RCS' students range from 3 years to 21 years of age. Instruction is provided from 7:00 a.m. to 3:00 p.m. An After-School Program for students is also available from 3:00 p.m. to 6:00 p.m. Monday through Friday.

Mini is a Licensed Day Care Provider. Mini's hours of operation are from 7:00 a.m. to 6:00 p.m. Monday through Friday. Information attached.

RCS and Mini, in combination, provide service for 230 students with an estimate of 165 employees. RCS and Mini currently operate at 6 Strathmore Road in Natick. The Framingham Facility will operate in a manner similar to the Natick Facility.

The peak hours of traffic will be between 6:45 a.m. and 7:00 a.m. and from 3:00 p.m. to 3:15 p.m. (RCS' employees). Mini has similar peak hours for employees. Peak times for student drop-off at RCS are between 6:45 a.m. and 7:00 a.m. and 3:00 p.m. to 3:15 p.m. Peak times for student drop-off at Mini are between 6:45 a.m. and 7:15 a.m., 9:15 a.m. to 9:45 a.m. and 3:30 p.m. to 6:00 p.m.

RCS' students arrive by fifty (50) small buses or vans. There is a sufficient drop-off area in front of the building to service this projected traffic. Mini's students are dropped off by their

parents and a drop-off area has been provided to accommodate the drop-off needs of the Mini students.

## **1.2 Process and Regulation**

In accordance with the Zoning By-Law and the Planning Board Requirements, information was provided to the Building Official as to the school use of the property. The Building Official has concurred that the property is subject to the Dover Amendment (Mass. Gen. Laws c. 40A, §3), thereby requiring the Project's compliance with reasonable regulations relating to yard size, lot area, setbacks, open space, parking and building coverage.

The Project which is more fully described below complies with the Zoning By-Law Standards for the allowed reasonable regulations.

## **II. Environmental Assessment**

### **2.1 Potential Impacts**

The Project consists of the construction of a 50,000 square foot, two-story School with basement and related parking and drainage improvements. The existing driveway will be modified to provide access to the School. The long-term impacts from the construction activities and use of the property should not be detrimental as the Project will include best management practices for the Stormwater System and appropriate erosion controls during construction. The Stormwater System, as described in the Stormwater Report, provides for the recharge of the runoff.

#### **2.1.1 Air Quality**

Although there will be some short-term air quality impacts resulting from construction activities, it should be insignificant and should not affect abutting properties. Construction activities will be conducted in accordance with all regulatory requirements. Upon the completion of construction, the operation of the building should not impact air quality.

#### **2.1.2 Surface Water**

As noted in the Stormwater Report, recharge of the run-off is provided. Although there will be an increase in the impervious coverage of the Site, the Project design provides for the infiltration of the storm water. The drainage design includes best management practices for construction and operation of the facility upon completion of construction.

#### **2.1.3 Ground Water**

There are no wells on the Site or in the area. The drainage improvements, which include deep sump catch basins with oil and gas traps and infiltration of run-off to alleviate the peak rate of flow, will provide for the proper protection of ground water resources.

#### **2.1.4 Flooding, Erosion & Sedimentation**

As shown on the Plans, construction controls are proposed so flooding, erosion or sedimentation problems are not anticipated. As noted, the drainage system includes best management practices both during and subsequent to construction and, therefore, the construction should not have a negative impact upon the surrounding area.

#### **2.1.5 Hazardous Materials**

No hazardous materials are anticipated as part of the School use, except standard cleaning supplies.

#### **2.1.6 Temperature and Wind Conditions**

The two-story building (two-stories from Edmands Road) will not impact temperature or wind conditions.

#### **2.1.7 Light and Noise Impacts**

The operation of the School will not create any significant light or noise impact.

### **2.2 Systems Capacity**

The Plans depict the municipal service lines to the Building, which are of sufficient size to handle the demands of the School operations.

#### **2.2.1 Water Demand**

The Project will not have any significant impact upon the municipal water system. By regulation, the School (230 Students with 165 Staff) will have a demand of 1,975 g.p.d. (Population  $395 \times 5$  g.p.d.). The new demand can be handled within the existing municipal system. User fees for water service will be paid.

#### **2.2.2 Sewerage Disposal**

Sewer flows will be in the same amount as the water demand. The sewer line on Edmands Road is of sufficient size to accommodate the needs of the School.

#### **2.2.3 Solid Waste Disposal**

A private waste disposal company will be hired, so there will be no impact upon municipal services.

### **III. Community Impact Assessment**

#### **3.1 Reasonable Regulations**

(a) Yard Sizes:

Assuming that the intent of “yards” was to determine the width and length of the lot, the R-4 Zoning District in which the property is located requires frontage for “any other principle use” of one hundred fifty (150) feet. The site has over three hundred fifty-seven (357) feet on Edmands Road. There are no regulations in the By-Law relating to depths of lots. Accordingly, the lot complies with the applicable Yard Size Requirements.

(b) Lot Area:

Under the R-4 Zoning, in which the property is located, for “any other principle use” lot areas are required to provide a minimum of 43,560 square feet. The Project site has approximately 315,000 square feet and, therefore, the site complies with the applicable Lot Area Requirements of the By-Law.

(c) Setbacks:

Within the R-4 District, in which the property is located, a building “for any other principle use” is required to be setback thirty (30) feet from the front and side lot lines including rear lot lines. As depicted on the Plans, the proposed structure is located in excess of four hundred (400) feet from Edmands Road and over fifty-one (51) feet from the nearest side lot line. Accordingly, the location of the building complies with the applicable Setback Regulations.

(d) Open Space:

The R-4 District, in which the property is located, requires a fifty (50%) percent landscape/open space ratio for “any other principle use”. As depicted on the Plan, 51.8% of Open Space is provided; thereby the Project complies with the applicable Open Space Regulations.

(e) Parking:

See Parking Section for compliance. (Section IV).

(f) Building Coverage:

The By-Law requires for “any other principle use” in the R-4 District that lot coverage not exceed fifteen (15%) percent. As depicted on the Plan, the lot coverage is 12.6% and, therefore, the proposed Project complies with the applicable Lot Coverage Regulations.

In conclusion, the Project complies with the applicable Reasonable Regulations as set forth in Mass. Gen. Laws c. 40A, §3.

### **3.2 Abutting Property Impact**

The proposed use, which is during day time hours only with limited traffic (drop off and pick up), will not have a detrimental impact upon the area. Additionally, the building is setback over 400 feet from Edmands Road and, therefore, will not have a negative impact upon the area.

### **3.3 Site Design Compatibility**

The School will provide services to residents in a manner consistent with the reasonable regulations applicable to schools.

### **3.4 Development Goals**

The proposed use is an allowed use subject to reasonable regulations relating to yard size, lot area, setbacks, open space, parking and building coverage. The Project complies with the By-Law Requirements for yard size, lot area, setback, open space, parking and building coverage. The Project, thereby, complies with the applicable development goals.

## **IV. Parking Assessment**

As to the parking for the Project, the plan identifies the construction of one hundred sixty-two (162) parking spaces. The By-Law reduces by one half the normal requirements for parking for schools of non-driving age students. The school's student population is anticipated to be 230 and 165 employees are anticipated. Based upon the ratio of one parking space for every eight (8) students (one-half student requirement), twenty-nine (29) parking spaces are required. Based upon the requirement of one parking space for every four (4) employees (one-half student requirement), forty-one (41) parking spaces are required. Accordingly, there is a total requirement for seventy (70) parking spaces for the proposed use. As shown on the Plan, one hundred sixty-two (162) parking spaces have been provided thereby satisfying the reasonable regulations relating to parking.

## **V. Standards for Approval**

The information submitted with these Applications, including the Development Impact Statement, the Drainage Report and the Site Plans; detail the development of the school as being in compliance with applicable Reasonable Requirements, thereby allowing for the approval of these Applications.



## **VI. Conclusion**

RCS Learning Center, Inc. respectfully requests that the Framingham Planning Board approve the Site Plan and Public Way Access Permit Applications thereby authorizing the construction and use of the school and associated improvements as depicted on the Site Plan.

RCS Learning Center, Inc.  
By its Attorney,



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**RCS**  
LEARNING CENTER

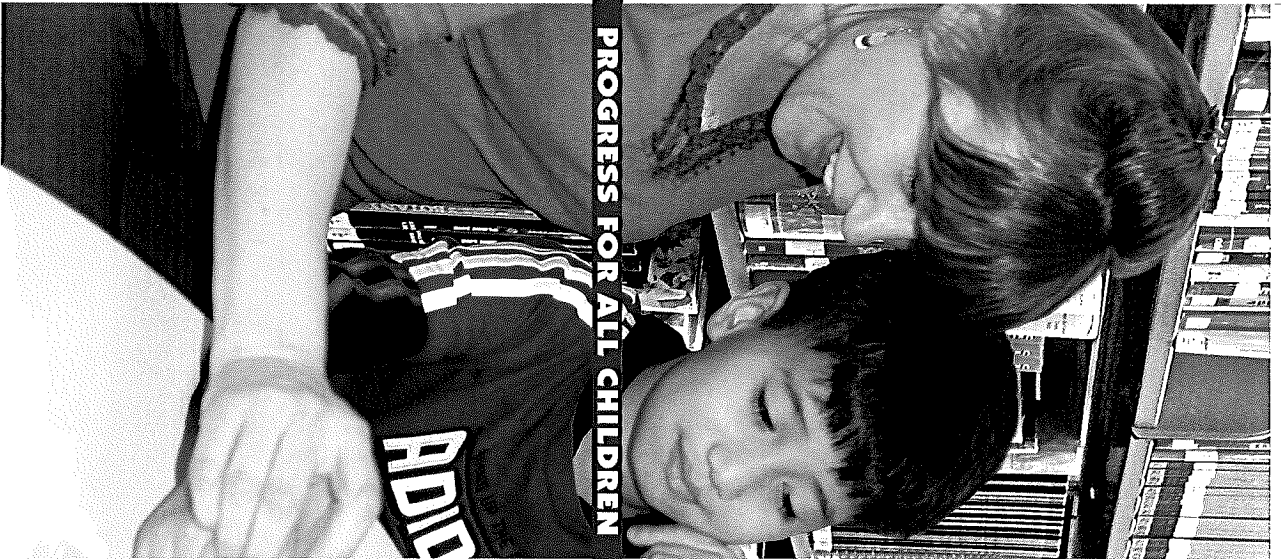
[www.rcslearning.org](http://www.rcslearning.org)

6 Strathmore Road | Norick, MA 01760

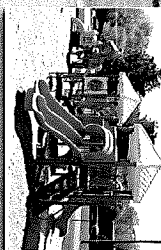
P 508.650.5940

F 508.650.5944

**PROGRESS FOR ALL CHILDREN**



Providing the highest quality  
of individualized behavioral and  
educational services for children  
with Autism Spectrum Disorder and  
other developmental disabilities.



## Our Mission

Realizing Children's Strengths (RCS) Learning Center is a not-for-profit organization whose mission is to provide the highest quality of individualized behavioral and educational services for children with Autism Spectrum Disorder and other developmental disabilities. We believe that every child has unique skills and we are dedicated to helping each child develop these skills and reach their full potential.

RCS Learning Center accepts students of any race, color, religious affiliation, and national or ethnic origin. Admitted students are afforded all the rights, privileges, programs and activities generally accorded, or made available, to students currently attending RCS Learning Center. RCS does not discriminate against students who qualify under the criteria of the school's admissions policies in admission, administration of educational policies or in the delivery of programmatic and therapeutic services of any school administered program.

## Our Educational Philosophy

RCS Learning Center is committed to creating a school wide environment that exceeds the standards for teaching students with Autism effectively. Applied Behavior Analysis (ABA) is the major treatment methodology with an emphasis on the Verbal Behavior Model for teaching communication and language skills. Our team of expert clinicians work diligently to create individualized curriculum and teaching procedures that fit each child's specific learning style. Initial program development is based on assessment, baseline, current information, data analysis, preferences, and learning history. Ongoing evaluation of curriculum and teaching procedures occurs through direct observation, data collection and analysis, and weekly rotation meetings to ensure that all students receive the most effective programming possible. Instruction is provided across a variety of environments and therapists in order to promote generalization of skills from the school environment to home and community settings.

## Consultation and Training

RCS Behavioral & Educational Consulting provides a variety of consultative services to students, parents, regular and special education teachers, specialty service providers, administrators, aides, and school districts. Service durations and program focus is based on assessment and the individual needs of the student, family, classroom, or school district.

Consultative Services include, but are not limited to:

- Introduction to Applied Behavior Analysis
- District Wide Education and Behavioral Design
- Classroom Assessment and Design
- Classroom Consultation
- Curriculum Assessment, Development, and Modification
- Inclusion Facilitation
- Transitional Support
- Staff Training and Performance Monitoring Systems
- IEP Development
- Individual Student Assessment
- Intensive Student Programming
- Home-Based Program Assessment and Design
- Parent Training
- Functional Behavioral Assessments
- Independent Evaluations
- ABA Companion Classrooms
- After School Programs
- Social Skills Groups

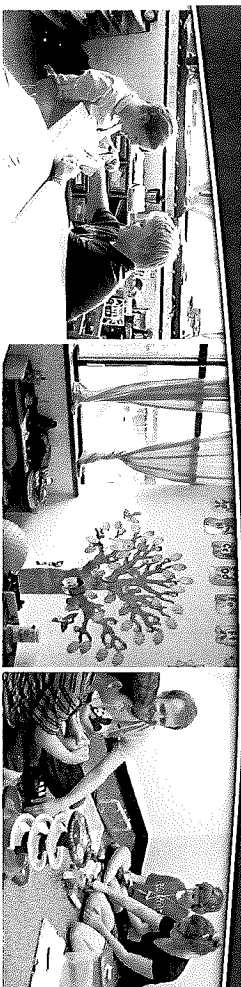
To request Consultation Services  
please contact our Consulting Department

at (508) 650-5990

or email

[jrutland@rscsconsultingne.com](mailto:jrutland@rscsconsultingne.com)





## Our Educational Environments

RCS Learning Center has a variety of educational environments and curriculum which allows a student's programs to be individualized to his or her needs and age. Below is a description of some of the environments at RCS Learning Center:

**Intensive Teaching Time (ITT):** In ITT, students are taught skills in an environment with minimal distractions. Our ITT rooms contain no more than 4 students; however, we are able to accommodate students who require their own space as well. Skills addressed in this area are based on individual assessments and may consist of Discrete Trial Training (DTT), Verbal Behavior programming, academic instruction, Vocational Programming, self-help skills, Speech and Language programming and Occupational Therapy programming.

**Natural Environment Time (NET):** Our NET rooms are bright, cheery, and full of toys, which are rotated frequently in order to keep our students motivated and engaged. The goal of NET is to practice skills taught in the ITT environment in a novel environment with different materials and instructors. During this time, the therapists follow the students' motivation and provide instruction based on the items with which the student is engaging. Additionally, social skills and play skills are frequently addressed within NET.

**Group Time:** Group instruction is an environment where students learn within a group of students who are similar in skill level and age. During group, one lead instructor provides directions to the group while the 1:1 therapists act as shadows to each of their students. Objectives taught in the ITT environment are addressed within the group environment. Additionally, students are exposed to other activities including: arts and crafts activities, physical fitness activities, and simple recipe completion.

**Vocational Programming:** Vocational skills are addressed across multiple school environments. Our students perform multiple jobs around the school including: mailing and delivering letters, cleaning school environments, and sorting and restocking books in our library. Additionally, we have a dedicated environment which is designed for the students to be able to practice their vocational skills in a less distracting environment.

## Our Programs

RCS Learning Center offers a variety of different programs to meet the needs of each individual student. These programs include our Early Learner Program, Intensive Day Education Program, Day Education Program, and our Integrated Preschool Program.

Every student's program is individualized to fit his/her particular needs and learning style. Teaching procedures are tailored to each student according to results of educational and behavioral assessments and may include Discrete Trial Training, Verbal Behavior programming, Direct Instruction, Fluency Training, Natural Environment Teaching, Group Instruction, and/or Inclusion. A focal point of our program is to help students to improve their communication skills. Our programs address a spectrum of communication skills from early language acquisition to teaching appropriate social language. Individual goals and objectives for communication are based on assessment, learning history, and the child's unique preferences. These goals and objectives are incorporated into all aspects of the student's day to provide maximum learning opportunities. A student may be taught to use vocal language, sign language, PECS, assistive technology devices or any combination. Additional areas of focus include academics, social skills, self help skills, behavior management, and vocational training. Instruction is provided across environments and therapists to promote generalization. Every program includes ample parent collaboration opportunities to provide a comprehensive program for every student throughout all environments.

## Our Staff

RCS prides itself on our passionate and dedicated staff. Our intensive staffing and supervision structure are what enable us to provide comprehensive and individualized programming to meet every student's unique needs. All students receive direct instruction from a team of behavior therapists that rotate across students every two hours to promote generalization across instructors. Behavior therapists hold a Master's or Bachelor's degree and complete extensive training in ABA prior to working with our students. Additionally, each student receives direct instruction and oversight by a Special Education teacher. Our Special Education teachers hold current licenses from the Department of Elementary and Secondary Education and oversee groupings of 4-7 students. To ensure the highest quality of programming and services available for children with autism, every student at RCS receives oversight by a Program Manager. Program Managers have a Master's degree and are Board Certified Behavior Analysts (BCBA). They provide a minimum of 2 hours of consultation to each student's case per week.

RCS Learning Center utilizes a consult based model for Speech and Language services as well as Occupational Therapy. A consult based model allows our staff to implement speech and language programming and occupational therapy programming throughout the entire school day, as natural opportunities to practice and utilize these skills arise. All students receive 7 hours of consultation by an Occupational Therapist and Speech and Language Pathologist per week.

Each RCS staff receives comprehensive training in Applied Behavior Analysis, Verbal Behavior, Behavior Management, Natural Environment Teaching, Curriculum Frameworks, Sign Language, and Crisis Management.







## Early Learner Program

RCS Early Learner Program services children ages 3-6 years of age. This program provides intensive 1:1 ABA instruction to our youngest learners. The Early Learner Program is ideally suited for students who are diagnosed with Autism Spectrum Disorder or other developmental disabilities and who demonstrate difficulties with language, pre-academics, self-help skills, independent and joint play skills, and social skills. During each student's initial weeks at RCS Learning Center and then on an ongoing basis, comprehensive skills and behavioral assessments are conducted with the results being utilized to develop the best educational program for each individual student. Our early learners are offered a comprehensive program that includes verbal behavior programming, transfer trial teaching, and fluency training. Utilizing this approach, students are able to move beyond requesting basic wants and needs to develop more complex language skills necessary to improve conversation skills, advance academically and improve their overall ability to interact and be successful in the community. Students in the Early Learner Program may be educated across settings including the multiple learning environments at RCS Learning Center or within our Integrated Preschool Program at Mini-Miracles Child Care Center.

## Integrated Preschool Program

RCS Integrated Preschool Program is located in the Mini-Miracles Child Care Center attached to RCS Learning Center. This program is open to students between the ages of 3 - 6 years old and is an extension of the Early Learner Program. The preschool/pre-K program follows the same educational philosophy as RCS Learning Center, utilizing Applied Behavior Analysis along with Verbal Behavior to help students achieve their fullest potential across all areas of development.

The activities and time spent at the integrated preschool/pre-K program vary per student and are based on the ongoing assessment of the student's needs and interests. Some students may participate in full days at RCS Integrated Preschool while other students' time may be split between the Integrated Preschool and the self-contained learning environment at RCS Learning Center. All students who attend the Integrated Preschool Program are accompanied by a 1:1 Behavior Therapist and receive supervision and oversight from a Board Certified Behavior Analyst (BCBA) as well as a Special Education Teacher. RCS Integrated Preschool Program is a great option to help teach students the skills that are necessary to be successful in a general education setting amongst their peer group.



## Intensive Day Program

RCS Intensive Day Program services students ages 7-22 and provides a 1:1 staff to student ratio. Students enrolled in the Intensive Day Program require intensive 1:1 support in order to learn academics, leisure and social skills, functional life skills, and vocational skills. Applied Behavior Analysis (ABA) is the major treatment methodology applied within the Intensive Day Program. Students enrolled in this program are taught across a variety of environments and instructors in order to promote maximum generalization of skills from the training environment to novel environments. The primary objective of the Intensive Day Program is to focus on teaching our students pivotal skills which will allow the student to successfully transition into a less restrictive environment where they will continue to acquire skills without the need for 1:1 support. Each student is an individual and therefore, some students may require enrollment in this program for some time, while others may be enrolled in this program for a short duration. RCS aligns academic curriculum with the Massachusetts Curriculum Frameworks and additional educational assessments as needed. Additionally, Functional Behavior Assessments (FBAs) are conducted and behavior plans are implemented to decrease undesired behaviors and increase alternative appropriate behaviors.

## Day Education Program

When a student demonstrates the ability to learn and excel in a 1:1 teaching environment then he or she may be an appropriate candidate for our Day Education Program. This program's structure and philosophy is similar to the above mentioned Intensive Day Program, but utilizes a 1:2 staff to student ratio. Students in this program are paired with another student who shares a similar learning level and style. Social skills are directly addressed within all settings and these students may work together on academic and/or vocational skills. The focus of this program is to help students develop the skills necessary to be successful in a less restrictive learning environment and when possible transition back to their home school district.

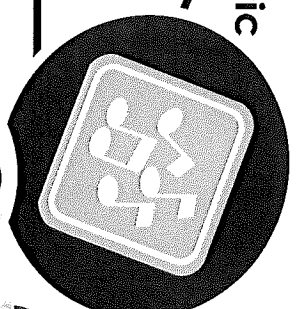




BEHAVIORAL & EDUCATIONAL  
CONSULTING

# Afterschool Program

Music



Social  
Skills

**Who:** Individuals ages 3-21 with developmental disabilities

**What:** Students will enjoy a variety of activities including: physical fitness, arts & crafts, games, music, and socializing with peers.



Games

**Where:** RCS Learning Center, 6 Strathmore Road, Natick, MA 01760

**When:** 2:30pm-6:00pm, Monday - Friday

Qualified instructors will guide students through structured leisure activities, social interactions, and other activities within a high staff to student ratio\*.

**Now Enrolling Students for the October-December Session!**

**Limited spots\* are available for two, three & five day options**

**\*Parents of current students, please confirm your child's spot for the next session!**

***Most Insurance***

***Plans Accepted***

\*Staffing ratios will vary and may be adjusted based on individual need.

Arts &  
Crafts



To request more information or to register, please call 508-650-5990 or visit [www.RCSConsultingNE.com](http://www.RCSConsultingNE.com)

#### Additional Information

- We provide nutritious morning and afternoon snacks daily
- Open enrollment throughout the year
- We offer sibling discounted rates for your oldest child
- We are conveniently located just off of Route 9 in Natick

#### Hours of Operation

- Monday through Friday, 7am to 6pm
- We are open year round with only 12 scheduled closings



Please contact our Center Director  
for more information and to set up a tour.

#### Contact Us Today!

Phone 508-650-5901  
Fax 508-650-5944

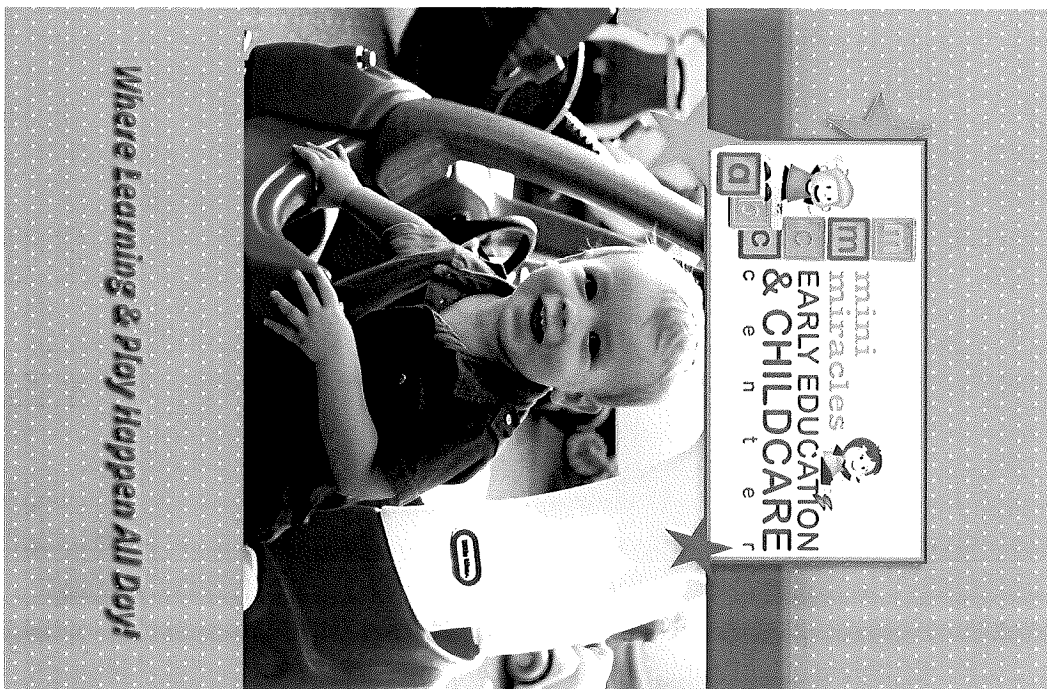
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[www.minimiracleschildcare.com](http://www.minimiracleschildcare.com)



6 Strathmore Road, Natick, MA 01760

[www.minimiracleschildcare.com](http://www.minimiracleschildcare.com)



## Our Mission

Our mission is to provide infants, toddlers, and preschoolers with a safe, loving, and enriching environment. Mini-Miracles Early Education & Child Care Center (MMCC) believes that all children should be given the opportunity to grow and learn by playing, exploring, and learning with others.



## Our Educational Philosophy

At Mini-Miracles, we put your child's education and developmental progress first. Our exceptionally clean, safe, and fun center is the perfect place to foster your child's love for learning.



environment.

Our well-qualified, hardworking staff is overseen by a highly educated and experienced team of clinicians from our partnering organizations, RCS Learning Center and RCS Behavioral & Educational Consulting. These childhood development experts are all Board Certified Behavior Analysts with the know-how to assist Mini-Miracles in the development and implementation of MMCC curriculum and overall methods to support students with different learning styles.

We believe a fun, positive, and progressive start to education is the key to future success. Start your child off on the right track-enroll in Mini-Miracles today!



## Our Curriculum

Mini-Miracles, in collaboration with the behavior and education specialists of RCS Executive Team, has developed a unique and dynamic curriculum designed to challenge and encourage children of all ages. The curriculum is broken down by age and developmental milestones for each classroom grouping and covers all areas of development including self-care, communication, play skills, social skills, motor development, and academics. Parents receive a list of the skills that their child will be working on during their time in each classroom. These skills are targeted throughout the day in both structured and unstructured learning opportunities, and activities are modified and created based on the individual needs and interests of the students in each class. This curriculum is designed to prepare students for a lifetime of learning, all while having a great time!

### Infants

(1 month to 14 months)

Basic care is the top priority in our infant classrooms. Feeding, napping, diapering, and plenty of love are the focus. We want your infant to feel nurtured and happy in his/her home away from home.



Theme-based activities are planned around typically daily activities such as tummy time and floor play, with plenty of opportunities for individual attention and socialization. Teachers work with every student to help them reach those first milestones, from smiles and laughs to first steps. Baby Sign Language is introduced and paired with spoken words at this age to help foster early communication.

### Toddlers

(15 months to 2 years & 8 months)

Children begin to play an active role in their own learning as they approach their toddler years. Toddlers demonstrate an increased awareness of their surroundings and of the cause and effect relationship between events, their own actions and those of others. Flourishing communication skills and desire for independence are met with patience and encouragement.



Classroom activities gain more structure at this time. Meal times, nap and clean-up are carried out as a group in these classrooms. Circle time activities begin to expand to longer durations and include a variety of group lessons. Choice time allows for a mix of structured and unstructured play activities centering around a monthly theme. A great deal of focus also centers around increasing independence with self help skills including toilet training.

## Preschoolers – Pre-Kindergartners

Preschool (2 yrs. & 9 mos. to 4 years)  
Pre-K (4 years to Kindergarten Age)

By age 3, children are growing and learning at a rapid rate. Preschool aged children are intensely curious about the world around them and have a lot to say about everything! These wonderful traits are put to good use in our preschool room which fosters and inspires curiosity, problem solving, creativity, friendships, independence and confidence. Circle time and choice activities continue to be a part of the daily schedule and incorporate more complex themes and learning objectives. Creative thinking and problem solving are fostered through interactive play and various unique and exciting hands on activities. Lots of movement and group games are incorporated to encourage healthy levels of activity each and every day. Independence with daily living and self help skills are encouraged throughout the day, but a helping hand is never far away when needed. There is a set schedule and structure to the day with increased expectations across all domains including behavior, communication, social skills, self help skills and academics.



Our Pre-Kindergarten classroom builds upon the objectives targeted within preschool while preparing our students for the academic and social-emotional demands of Kindergarten. Pre-academic skills become a larger focus of the day with structured activities developed around reading, writing, math, science, social studies, and creative arts objectives. Keeping learning fun and positive is an essential component to our program and encourages a love for learning at an early age. Theme-based activities are planned based on teachers' observations of the children's developmental needs and interests and are always exciting and interesting. Plenty of time is still allotted for free and interactive play during which times creative minds are set free and curiosity, creativity, problem solving, friendships and confidence are encouraged.



Kindergarten, here they come!